

# Communicative Fluency

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HOW TO MAKE YOUR TEACHING “GLO”!  
CUW CENTER FACULTY MEETING

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APRIL/MAY 2019

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LEARNING AND TEACHING





# Opening Prayer

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Holy Spirit, you blessed the first disciples with the power to spread God's love throughout the world. Give us a new power to proclaim your word through our own unique gifts and through the channels of clear communication.

Make us willing to receive that word as it enters our daily lives. Bless all who use their talents in the field of communications. Guide those who send out the message and those who receive it, so that all people may come to know your truth and be renewed by your love.

We ask this through Jesus Christ, Our Lord. Amen.

<https://c4wr.org/communicators-prayer/>

# Agenda

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- Who is here today – participants and presenters
- The University Global Learning Outcomes; the “GLO of the Year”:  
Communicative Fluency.
- Best practices for planning and organization your teaching
- Strategies for effective lecture and discussion
- Activities to apply learning from lecture and discussion
- Evaluating face-to-face classroom participation
- How CELT can help!



# Learning Outcomes

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Review the university Global Learning Outcomes (GLOs), and specifically apply the GLO of communicative fluency to classroom teaching.

Compare teaching and learning best practices to participants' own practices in the classroom.

Reflect on how the brain processes information and how this impacts content planning and delivery.

Review a sample rubric for assessing class participation and reflect on personal participation this evening.

# The University Global Learning Outcomes (GLOs)

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Concordia University graduates are well developed in mind, body, and spirit, fulfill their vocations, and serve Christ in the Church and the world.

**Christian Faith**

**Service and Global Citizenship**

**Integrated Disciplinary Knowledge**

**Critical Thinking/Creative Problem Solving**

**Communicative Fluency**

**Analytical Fluency**

Strategically, the **Global Learning Outcomes** build commitment to the mission by guiding faculty and staff across the University in the development of learning activities for students.

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The GLOs:

help to create consistency and expose all students regardless of division, program, or location to the unique aspects of the CU mission

provide a framework for program and course development and dialogue, as well as a strategic tool to improve learning

more clearly articulate and deeply integrate the mission into the student experience, both curricular and co-curricular

# Communicative Fluency

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The University Liberal Arts Outcomes (ULAOs)

Using the liberal arts as the foundation, the Concordia Core Curriculum for undergraduates provides students with the following proficiencies; knowledge, skills, and habits that will empower them to be successful.

*For example:*

**University Liberal Arts Outcome 5: Communicative Fluency**

Students will communicate effectively

# Planning and Organizing for Your Session

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## Why?

- Model communicative fluency
- Students evaluate faculty on organization – “The instructor was well organized and made effective use of course time.”
- Students like organized and clear instruction.
- “Clarity and organization in the classroom improve student learning” –Claudia Stanny, 2017

# The Study

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Examined relation between instructor clarity and organization (as perceived by student raters) and student achievement.

Based on data from >7,000 students, 1<sup>st</sup> year students at 38 four-year institutions.

Findings:

- Students who reported greater exposure to clear and organized instruction also reported high levels of academic motivation.
- Students spent more time studying, participated in class more, and prepared for class.
- Higher first-year GPAs.

Roska, J., Trolan, T. L. Blauch, C., & Wise, K. (2017). Facilitating academic performance in college: Understanding the role of clear and organized instruction. *Higher Education, 74*, 283-300.

# What *IS* Organization and Clarity?

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What is your top 1 (or 2) strategies you use to plan/organize for a class session?

Some of the hallmarks of instruction that is clear and organized:

- Presentation of material is well organized.
- Faculty are well prepared for class.
- Class time is used effectively.
- Faculty give clear explanations.
- Faculty make good use of examples and illustrations to explain difficult points.

# Some Ideas

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Use an agenda.

Write, display and communicate learning objectives.

Write out a plan

- Instructional script
- One example from Dr. Belz – next slide

Model oral communicative fluency with clear vocal signals (Bligh, 2000).

- Dry Erase Markers
- Activity Handouts
- Jigsaw articles

## AL272 Week 5 \* Start w/ Learning Outcomes

6-6:15 - Talk about "Yes man" articles from online discussion

6:15-6:30 - Follow up - Discussion Q&A - leaders + teams

6:30-6:45 - Discuss leadership measurement (antique)

6:45-7:00 - Intro leadership (Northouse book) content

7:00-7:15

Theory - example - discuss

7:15-7:30

Theory - example - discuss 2-6 theories

7:30-7:45

White Board - Theory mapping (bring markers)

7:45-8:00 Teams - UGLI Orange activity

7:15 - 7:30

Theory - Example - discuss 2-6 theories

7:30 - 7:45

White Board - Theory mapping (bring markers)

7:45 - 8:00

Teams - UGLI Orange activity

- + debrief - negotiation
- trust
- win-win
- compromise

8:00 - 8:15

Break

8:15 - 8:30

Teams - Group Dynamics context

(Show 12 Angry Men clip)

8:30 - 8:45

= Role Discussion

Interdependence + handout

8:45 - 9:00

• content

9:00 - 9:15

• Mixed article jigsaw

- read / small groups

9:15 - 9:30

(or individually if small class)

- Share summary w/ class

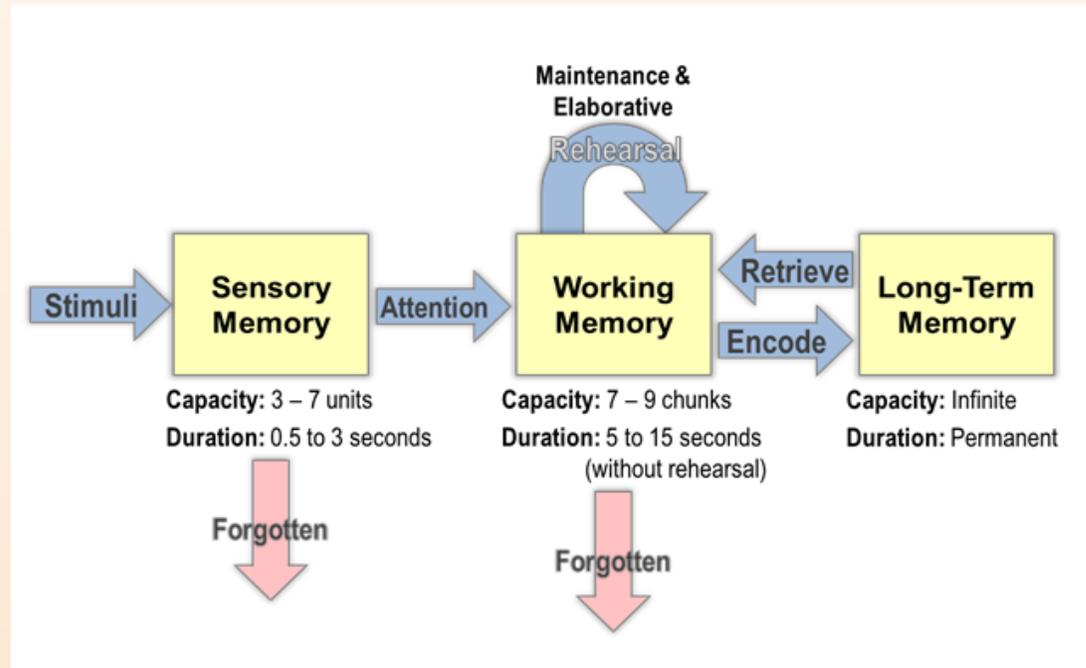
9:30 - 9:45

\* connect / review learning outcomes

- 9:45 - 10:00 - wrap up - next time

# Effective Lecture, but First...the Brain

Information Processing Theory (Atkinson and Shiffrin, 1968)



- Cognitive overload
  - Time
  - Multimedia

# Effective Lecture

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Your 1 – 3 key characteristics/strategies of an effective lecture.

Some characteristics or strategies

- Choose what to include in lecture
- Lecture in 15 minute chunks
- Stories
- Analogies
- Examples students can relate to
- Move about the room

# Effective Class Discussion

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What is purpose of discussion?

- Explore
- Expand
- Check for understanding
- Synthesize
- Others?

# Your strategies?

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Introverts

Dominators

Small classes

Large classes

Sensitive or difficult topics

Connections outside class (continuing the discussion online, to current events, student experiences)

# Activity

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Post-it notes

- What are your strategies for class discussion?
- How do you evaluate discussion?

Share ideas

Best practices (handout)

# “Hitting Pause”: Summary so far

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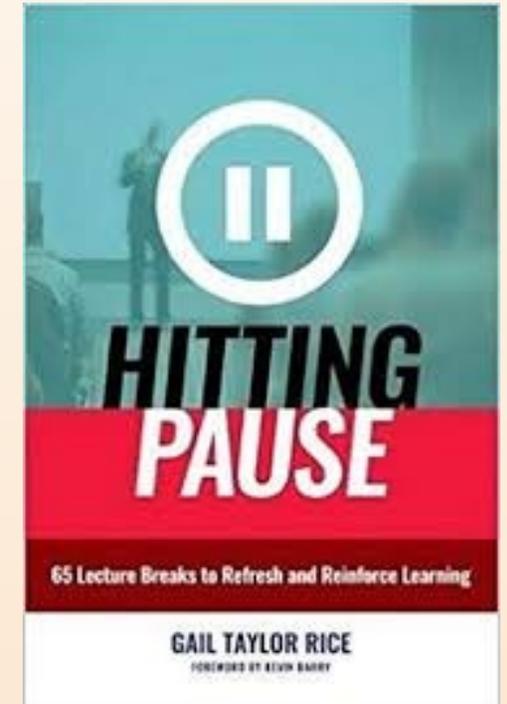
Why are “breaks” important for learning?

- Helps students “chunk” information into meaningful parts
- Improves student focus and attention (less “zoning out”)
- Helps students reflect on and process their learning

(Rice, 2018)

A related story (p. 16)

Let’s explore some strategies for “Hitting Pause”!



# Lecture Pauses – Group Sharing

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## Starting Pauses – focus attention

- Sample: Graffiti Board

## Mid-pauses – refocus attention

- Sample: Quiz, Quiz, Trade

## Closing pauses – capture learning

- Sample: Complete a Sentence

(Rice, 2018)

# How do we evaluate classroom participation in face-to-face activities?

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Some elements to consider:

What is the **Frequency** of contributions?

Do the contributions **Enhance Learning**?

Are the contributions **Relevant** to session content and goals?

What is the **Quality of Students' Listening**?

How does the student contribute to the **Classroom Environment and Dynamic**?

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# Thank you for attending!

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Have a great spring and summer!

